

**ON THE JOB TRAINING RECORD
CONTINUATION SHEET**

A 8-month training evaluation was conducted on the undersigned on _____. The EA Recruiter JQS 8R000-001 dated **21 January 2003** was used as a guide and the recruiter was evaluated as follows:

Instructions: The following items must be evaluated. **Validate the recruiter can perform each task through observation.** These tasks are time phased for completion by the 8th month of training. **Note: You do not need to wait until the evaluation is due to evaluate individual tasks. You may complete this form as training progresses and finish it at the 8 month evaluation due date.**

Ratings: (Note: ADD any tasks not closed out at the 4 month evaluation in the appropriate sections below).

S = Satisfactory level indicates trainee is able to do all parts of the tasks, needing infrequent guidance to complete work, and meets local demands for speed and accuracy, while meeting production requirements.

U = Unsatisfactory level means the trainee is unable to do simple parts and needs to be shown how to do most of the task.

Any task identified by a (*), which is rated unsatisfactory, will result in the entire evaluation to be rated unsatisfactory. Any task identified by a (*), which is not closed out by the end of the time phasing, will render the entire evaluation unsatisfactory.

Planning:

- _____ * Establish a daily/weekly/monthly plan.
- _____ * Demonstrates how to cross reference all activities, including suspense's to planning guide or AFRISS
- _____ Task #: _____ Task #: _____ Task #: _____

Time Management:

- _____ * Demonstrates how to prioritize tasks by importance (i.e. A, B, C)
- _____ * Demonstrates how to schedule tasks, by priority and productivity, for effective time management (right task-right time)
- _____ Task #: _____ Task #: _____ Task #: _____

Sales Presentations:

- _____ * Demonstrates overcoming customer indifference (acknowledging the customer's point of view, requesting permission to probe & probing to create customer awareness of needs)
- _____ * Demonstrates how to explore the customer's circumstances for opportunities & effects and then confirm the existence of a need
- _____ * Demonstrates how to refer individuals to local ROTC unit and Air Liaison Officers (ALO's)
- _____ * Demonstrates how to open a sales call (propose an agenda, state the value to the customer and check for acceptance)
- _____ * Understands and can explain the goal of probing
- _____ * Can explain circumstances and needs
- _____ * Understands how to gain a clear, complete and mutual understanding of the customers needs
- _____ * Demonstrates how to use open and closed probes to explore the customer's circumstances and needs
- _____ * Demonstrates how to use sales aids to support and enhance the sale
- _____ * Understands and can explain the goal of supporting
- _____ * Understands and can explain when to support
- _____ * Demonstrates how to support (acknowledge the need, describe relevant features and benefits and check for acceptance)
- _____ * Understands and can explain the goal of closing
- _____ * Understands and can explain when to close
- _____ * Demonstrates how to close (review previously accepted benefits, propose the next step for you and the customer and check for acceptance)
- _____ * Demonstrates recognition of the three types of customer concerns (skepticism, misunderstanding & drawback)
- _____ * Demonstrates how to probe to understand the concern (skepticism, misunderstanding & drawback)
- _____ * Demonstrates how to resolve skepticism by: a. Acknowledging the concern b. Offering relevant proof c. Checking for acceptance

LAST NAME, FIRST NAME, MIDDLE INITIAL

**ON THE JOB TRAINING RECORD
CONTINUATION SHEET**

_____ * Demonstrates how to resolve misunderstanding by: a. Confirming the need behind the concern b. Supporting the need by:
(1) Acknowledging the need (2) Describing relevant features and benefits (3) Checking for acceptance

_____ * Demonstrates how to resolve drawback by: a. Acknowledging the concern b. Refocusing on the bigger picture c.
Outweighing with previously accepted benefits d. Checking for acceptance

_____ Task #: _____ Task #: _____ Task #: _____

Applicant Processing:

_____ Demonstrates how to complete eligibility determinations and waivers.

_____ Obtains college transcripts.

_____ Task #: _____ Task #: _____ Task #: _____

Delayed Enlistment Program:

_____ * Demonstrates how to conduct and document informative and motivational DEP commander's calls.

_____ * Demonstrates how to determine commitment and eligibility status during each follow-up.

_____ * Demonstrates how to conduct an document a final DEP EAD briefing (ensuring airman have all required documents).

_____ Task #: _____ Task #: _____

School Programs:

_____ * Establishes and maintains a school plan for high schools and colleges.

_____ * Establishes school priorities and frequency of visits.

_____ * Conducts and documents student centered high school visits.

_____ * Conducts and documents effective classroom presentations.

_____ * Conducts and documents student centered college visits.

_____ * Delivers persuasive presentations/speeches tailored for specific audiences.

_____ * Obtains college drop out lists from colleges/universities

_____ * Participates in and document career day/job fairs (High Schools and Colleges)

_____ * Coordinate ASVAB testing.

_____ Proctor ASVAB testing.

_____ Task #: _____ Task #: _____ Task #: _____

Telephone Prospecting:

_____ * Demonstrates how to call highest priority of leads.

_____ * Demonstrates how to determine which Priority 1 and 2 ASVAB qualified leads, to call first (i.e. Mech qual vs Admin)

_____ * Demonstrates what time of the day/week to call.

_____ Task #: _____ Task #: _____

Perpetuation:

_____ * Demonstrates how to perpetuate from all sources (especially DEP Airman).

_____ Documents all perpetuation.

_____ Task #: _____ Task #: _____

Center of Influence (COI) Events

_____ * Plan, coordinate and conduct a perspective applicant COI.

_____ Complete all applicable forms and documentation

Zone Prospecting/Posting

_____ * Plan and coordinate and document a zone awareness program, including the placement of window cards, magazines, etc.

_____ * Develop contacts in the local community.

_____ Demonstrates how to effectively post zone.

_____ * Demonstrates how to effectively zone prospect.

_____ Task #: _____ Task #: _____

Page 2 of 5

LAST NAME, FIRST NAME, MIDDLE INITIAL

**ON THE JOB TRAINING RECORD
CONTINUATION SHEET**

Recruiter Generated Mail:

- _____ * Plan, target and document an effective mail-out program to both high school and grad market.
- _____ Comply with postal regulations.
- _____ Refine mailing lists from undeliverables.

Managing Leads:

- _____ Periodically reviews closed or suspended national and local leads.
- _____ Periodically reviews closed PIRs.
- _____ Task #: _____ Task #: _____

AFRISS:

- _____ Demonstrates ability to react to "network errors" which cause AFRISS to cease functioning.
- _____ Demonstrates ability to react to "oracle error, unable to insert record".
- _____ Demonstrates ability to resolve problems when the AFRISS application begins to perform oddly.
- _____ Demonstrates ability to create media organizations and establish ownership of media outlets within the zone.

Marketing:

- _____ Conducts radio/TV station and local newspaper visits.
- _____ Obtains radio or TV public service announcements.
- _____ Orders radio/TV spots or approved newspaper advertising slicks from squadron/AFRS.
- _____ Identifies basic facts and principles of the Home Town News Release Program.
- _____ Orders and presents marketing awards.
- _____ Task #: _____

Safety:

- _____ Coordinates cleaning and servicing of Recruiting Service vehicles.
- _____ Task #: _____

Administrative Functions:

- _____ Files and posts publications.
- _____ Interpret the flights goaling formula.
- _____ Interpret the quarterly flow-trend analysis.
- _____ Interpret flight/squadron competition and incentive awards program.
- _____ Identifies facts and principles associated with the Recruiter Assistance Program.

I RECOMMEND / DO NOT RECOMMEND (circle one) this recruiter for certification at this time.

Is the recruiter ATB: Yes / No Goal: _____ Actual _____ Percentage _____

Note: If recommended, send AF Fm 623, OJT Record, to squadron RST immediately.

LAST NAME, FIRST NAME, MIDDLE INITIAL

ON THE JOB TRAINING RECORD
CONTINUATION SHEET

OVERALL RATING: SATISFACTORY / UNSATISFACTORY--If **Unsatisfactory**, you must develop a training plan by tasks and subtasks requiring training. Strengths and weaknesses must be identified in relationship to tasks and subtasks. For example: Good at closing sales, establishing rapport, etc., as opposed to great attitude, nice person.

Strengths and Weaknesses: _____

Plan to correct training deficiencies: Must be task and subtask related, Ex: Task 2(a)(1), etc. All Unsatisfactory tasks must be identified.

If this evaluation is rated SATISFACTORY and the recruiter in non-ATB year-to-date, justify your rating:

(Flight Chief Rank/Name/Signature)

(Recruiter Rank/Name/Signature)

RST Review: _____

ON THE JOB TRAINING RECORD
CONTINUATION SHEET

(Sq RST Rank/Name/Signature)

(Date)

CCU Review: I certify I have reviewed this training evaluation and **CONCUR / NONCONCUR** with the rating. (If non-concur, provide justification below.) The training plan (if required) is **APPROVED / MODIFIED** (circle one) as follows:

If you concurred with the SATISFACTORY rating and the recruiter is non-ATB year-to-date, justify your concurrence:

(Sq CCU Rank/Name/Signature)

(Date)

☐ Train Track updated _____
(Date) (Initials)

OPR: HQ AFRS/RSOT--23 JAN 2003

Page 5 of 5

LAST NAME, FIRST NAME, MIDDLE INITIAL